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ABSTRACT

This report presents a study describing and comparing two groups of students who speak English as a first or second language: "New Canadians" (those students born outside Canada) and "Canadian Born" students. Emphasizing the collection of background information on the overall student population, an extensive Student Background Questionnaire was administered along with a battery of group ability tests and the use of teacher ratings. Basic frequency distributions of responses appear in Appendix A. A random selection of 25 percent of grade 5, 7, and 9 classes in the Toronto system was designated for the sample in an attempt to provide norms and material with which the reader may generalize to students in Toronto schools. In the data presented, response differences to a few of the categories of the questionnaire are clearly evident between Canadian Born and Non Canadian Born as to their "degree" of exposure to English; numbers of students who received instruction in English as a second language; the formal maintainance of language other than English; rural and urban background of students; and education background of parents. (Author/SJM)

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STUDENTS OF NON-CANADIAN ORIGIN:
A DESCRIPTIVE REPORT
OF
STUDENTS IN TORONTO SCHOOLS

* * *

C. A. Ramsey
E. N. Wright

January, 1969

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STUDENTS OF NON-CANADIAN ORIGIN:
A DESCRIPTIVE REPORT OF STUDENTS IN TORONTO SCHOOLS

INTRODUCTION

On June 22, 1967, the Board directed that:

> "...the Director of Education instruct the Research Department to carry out a full-scale research project involving New Canadians, including a comparison of the methods being applied and the results at Main Street School as opposed to the programmes being conducted elsewhere."

In response to this request, the Research Department designed a group of interrelated studies to provide as much information as possible.

The studies were directed primarily towards obtaining data both about students who learned English as a second language some years ago and those who learned English as a second language in the special programmes initiated in recent years.

Recognizing these primary directions and the fact that these students form a heterogeneous group in terms of languages, ages of arrival and competence in English, it was necessary to obtain a background of information on the overall student population of which these New Canadians were a part. Thus, two student samples were designated and selected. The first was a random selection of 25% of the Grades 5, 7 and 9 classes in the Toronto System. This random selection insured that, within reasonable limits, the proportions and relations found for this sample of over 5000 students could be taken as accurate for all the students in these grades. (It was estimated that over one-third of these students would have learned English as a second language.)

The second sample consisted of a smaller number of selected students matched for age, sex and language, who had recently participated in the special English language programme and who were still in the school system. These students are the subjects of a separate report currently in preparation.

An extensive Student Background Questionnaire was designed to serve two purposes. First, it provided the factual information required on New Canadian students in regard to their overall numbers, the sizes of the various language groups, ages at school entry, parents' education, and the predominant language in their homes, etc. This "factual" information provided for basic comparisons between those New Canadian and Canadian Born students speaking English as a first or a second language. (These data are contained in the following report.)

The second purpose of the Questionnaire was to allow numerous, different classifications of the students for the more detailed analyses regarding their success in school.

Besides the Student Questionnaire, students in both samples were given a battery of group administered ability tests and teachers of the students provided ratings. The information on abilities was for use in the several substudies and to provide extensive norms for use with the Toronto school population.

The data collection phase of the project was organized and timetabled to minimize school disruption. Consequently elaborate and extensive clerical preparation of the data was handled not by school staff but in the Research Department during the summer and early fall.

PROCEDURE

The procedure for obtaining the necessary data involved four general types of activities to implement the study design. These consisted of:

(1) the selection of the random sample;

(2) the construction and/or selection of the material (Student Questionnaire, ability measures and teacher ratings);

(3) arrangements with schools for specific classes followed by the distribution, administration and retrieval of the material;

(4) the verification or validation of the "raw" data before computer processing.

The Random Sample

As the study was intended to be as representative as possible, the Research Department team chose one grade each from the junior and senior elementary school levels and one grade from the secondary school level. The grades chosen were 5, 7 and 9.

Grade 9 was selected as the highest grade level to be represented in the sample for several reasons. This grade level represents the first and important stage beyond the public school level in which students are placed in one of the various programmes constituting the secondary school curriculum. It is also the secondary school grade with the highest number of students. Grades beyond the 9 level where the number of students per grade decreases with failure and drop-out, would not provide the degree of representative information demanded by the study.

Grade 5 was chosen as the lowest level at which students (expected to average 10+ years of age) could reasonably cope with the material and task required for the collection of data.

Grade 7 represented a convenient two-year step between the upper and lower grade limits and was the first year of the senior public school programme as Grade 9 was the first level in the secondary school programme.

The choice of these three equal interval grade steps seemed to offer the most efficient combination providing a maximum of information from a minimum number of grades. From some of the data obtained it was planned to interpolate information for Grades 6 and 8 and, if feasible, to extrapolate for Grades 4 and 10.

It was decided to select a large sample of 25% of the classes at each grade level. This was expected to provide data on approximately 5800 students, representing 1800 in Grade 5, 1600 in Grade 7, and 2400 in Grade 9. A sample of this size at the three grade levels would assure a representation of both large and small language groups, as well as recent arrivals, long-term residents, and Canadian born.

Since the distribution (and consequent administration) was time-tabled at one week intervals leaving the materials in the schools for less than a week, this large sample would also overcome the possible handicaps of absenteeism, transfers or refusals.

A random selection procedure was used to select the classes* that would comprise the sample. All schools with a given grade (5, 7 or 9) were listed alphabetically. Classes in each grade were numbered (cumulatively) and a table of random numbers was used to select 25% of the total number of

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* Special Education classes were excluded from the list. One group, having handicaps such as deafness, orthopaedic conditions, limited vision, and emotional or neurological impairment were excluded because of the limitations imposed by test procedure. The second group was the slow learners found in Academic Vocational and Opportunity classes. This group would require separate study as they are not randomly distributed in the school system and as their age is critical to placement in schools such as Eastdale, Heydon Park and Parkway.

classes in each grade. Within a school the classes were arranged alphabetically according to the name of the home room teacher.

	Grade 5	Grade 7	Grade 9		
Number of schools in study population	91	29	22	# School	Population
Number of classes for each grade	264	207	429	# Class	Population
Number of schools in study sample	55	24	22	# School	Sample
Number of classes* for study sample	63	52	82	# Class	Sample

* Actual number representing 25% of total classes was adjusted for split classes in various technical and commercial schools and for mixed classes (4 - 5 and 5 - 6) in the elementary schools.

Figure 1

The Battery: Measures for Obtaining Data from the Study Sample

The battery of measures designed to provide data for the study consisted of two basic types. The first type consisted of a single device, a three page questionnaire, which would provide the background information and also allow comparisons** of the various subgroups in the sample. The second group of measures consisted of those "tests" intended to provide information on the achievement of the New Canadian students, as well as describing on a city-wide basis, the performance of other students (by age and grade) with whom the New Canadians were essentially in competition. These two categories for the study may be referred to as purpose requirements.

The procedural requirements (involving students) were more numerous. For feasibility in administering the materials, a relatively efficient procedure was required for the teachers or school staff to follow.

** These comparisons will be the subject of following reports. Data are currently being processed.

Procedures, as well as being easy to follow, had to be as standardized* as possible. For the student, the procedure or rules of the test situation must also be readily understood. The most important requirement was to provide measures or tests that were not "verbally loaded" with lengthy or complex oral or written instructions. This was important because the student group of primary interest in the Study, i.e. the students who learned English as a second language and especially those still deficient in English, would be further handicapped in their performance if the instructions or "rules" of the situation were confusing to them.

The physical requirements for feasibility in using and processing of the large amounts of data, involved using machine-scorable questionnaires and answer sheets. The questionnaires, answer sheets and rating scales were consecutively numbered and throughout the study a student used the same number that had been assigned to him or her from the Questionnaire.

The Questionnaire and six measures comprising the battery for obtaining the data were: (1) The Student Background Questionnaire;**
(2) English Competence Test;***
(3) Picture Vocabulary;***
(4) Progressive Matrices;
(5) Computational Skill;***
(6) Mathematical Concepts Sorting;***
(7) Teacher Ratings.***

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* Standardization in testing (experimentation or research) requires applying the same "situation" to a group of subjects. When tests are objective and when the same time period, the same instructions are followed, students in different classes and schools can be reasonably compared statistically on the basis of numerical scores. Thus, standardized (objective) tests can be used at different times and the results compared to future testing programmes.

** See Appendix A for a copy of the three page Student Background Questionnaire.

*** All measures except the Progressive Matrices (Raven, 1938) were constructed by the Research Department, in co-operation with other departments.

Description of the Questionnaire and Measures

The description of the Questionnaire requires more detail as the information for this report was derived solely from it. Descriptions of the six measures (or tests) are brief as each will be described more fully in following reports which contain this information.

(1) -- Student Background Questionnaire (referred to as Questionnaire)

The Questionnaire, which can be seen in its entirety in Appendix A, was designed first of all to separate the study population into two basic groups -- the "New Canadians" referred to in the title of the Study, and "others." Data for "New Canadians" as defined by immigrant status were covered by the first question: "Were you born in Canada? (Yes, No)." This first division has two limitations. It does not separate English-speaking immigrants (from the United States, Great Britain, etc.) from those who had had to learn English as a second language. Furthermore, it does not identify non-English speaking students born in Canada, of which there are a significant number. As it was the language question that was of primary interest to the study, a further breakdown was necessary.

The fifth question asked whether the student learned any other language before learning English. Pilot runs of this question revealed some numbers of students who had learned both English and another language together (referred to elsewhere in this paper as the "bilinguals") so this category was added as a possible response. This question too has an inherent weakness as it does not identify the students who, for example, immigrate at an early age, speaking a foreign tongue, but replace it with English before entering a Canadian school. Accordingly, a question was added which asked, "Could you speak English when you entered a Toronto school?" It was originally intended that the "some" response to this question could be changed to "yes" or "no" on the basis of responses

to two other questions: which language, English or another, was learned first, and whether or not the student had received English as a second language instruction since coming to Toronto. This would indicate that whatever the level of the "some" English spoken, it was not the level of the English speaking monolingual of the same age.

Some of these final breakdowns have not been made for the present report which uses instead categories according to place of birth, language learned first, and all three responses -- "yes," "no," and "some" -- for the question of whether the student could speak English when he entered school in Toronto. This report also makes use of the question, "How often is English spoken in your home? (Always, Sometimes, Never)" which, it is reasoned, gives a fairly good idea of the quantity of English in the student's life and therefore provides a rough category of "New Canadians" in terms of language.

Background information of a general nature was also elicited from each student completing the Questionnaire for use in defining and later comparing various subgroups of the population. These include present grade, present age, sex, date and grade of first placement in a Toronto school, education elsewhere in Canada, and, for students in Grade 9, programme placement. For "New Canadians," however defined, further information was obtained concerning mother tongue, both of the student and of his parents, and whether or not the student was receiving English as a second language instruction at the time of Questionnaire completion. Solely for purposes of quick identification in cases of miscompleted or contradictory responses, "name" and "school" were also included in the Questionnaire.

Other variables which might bear a relationship to the students' rates of progress are also to be found in the Questionnaire. These include language spoken at home and by both parents "most of the time," extent

of parents' education, extent of previous education in "a country other than Canada" and how much of this education was conducted in English, maintenance of mother tongue, and rural or urban background.

It should be noted that information relating to country of birth and nationality is essentially ignored as it was felt that language was a better indicator of cultural influences than the geographical place at which birth occurred.

(2) -- English Competence Test

This English test was intended to tap basic linguistic competence in English*. The test was partly presented on audio tape and partly as a paper and pencil test. It was designed to identify students without basic English language competence. (The test required aural discrimination, meanings gained from intonation, use of prepositions, and an understanding both of common words with multiple meanings and idioms.) The test was intended to take two class periods.

(3) -- Picture Vocabulary

A fifty word multiple choice type, vocabulary test was adapted** by the Research Department to provide a measure of "vocabulary-meaning" especially for students who might have difficulty verbalizing what they comprehended. Students were presented visually with a set of four black and white drawings and orally with a word. Their task was to choose the one picture of the four which best explained or illustrated the spoken word.

The material was designed for use in a single period.

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* A separate report in preparation describes this test in detail.

** The Full-Range Picture Vocabulary Test (by R. B. Ammons and H. S. Ammons) was used to provide the ideas. All pictorial materials were redrawn, up-dated and put on film strips. The specific words used were selected from Ammons' list.

(4) -- Progressive Matrices (Raven, 1938)

This non-verbal test was chosen to act as a crude indicator of general intellectual ability. (A separate report, being prepared concurrently, describes the test and documents its extensive use in many cultures.)

This material also was designed for administration in one period.

(5) -- Computational Skill

This timed test consisted of fifty multiple choice arithmetic questions, involving the basic operations of arithmetic. Addition, subtraction, multiplication and division involving whole numbers, fractions, decimals, brackets and squaring were intended to provide a wide range of difficulty.

The test time permitted was twenty minutes.

(6) -- Mathematical Concept Sorting

The sorting tasks presented by this instrument represented a novel, exploratory device. Since modern mathematics emphasizes more than arithmetic, typical problems require considerable reading ability. This exploratory set of tasks required students to sort such things as lines, numbers and shapes into different sets. It was expected that concepts such as length and area would be employed by students. It was hoped that performance might reflect skills and abilities not tapped by more conventional tasks. This timed set of tasks was to be administered within a period. Separate analysis of this material is being planned in conjunction with the Mathematics Department.

(7) -- Ratings by Teachers

An assessment of students is incomplete without some indication of their success by a teacher who knows them. Rating scales had been successfully developed and used by the Department in the Study of Achievement.

These scales were adapted for use in this study. The regular teacher (Grade 5) or homeroom teacher (Grade 7) or English teacher (Grade 9) was asked to complete the ratings. In a very few instances another teacher who knew the students well and who had been working with the other parts of the study completed the ratings on each student. These ratings were completed at the conclusion of all other data-gathering activities.

Distribution and Administration of Material

This phase of the procedure required telephone contact with the schools involved for identification of teachers of the randomly selected classes. This identification of classes by the teacher's name permitted a more direct shipment of the material (in packages or bundles) and was intended to lessen the possible distribution problems within a school.

Detailed time-tabling* in this phase of the procedure was necessary because of the amount of material being distributed (i.e. for 200 classes) and to further minimize disruption in the schools. The materials for the study were usually delivered and retrieved on the Friday of each week. This allowed a four day period -- Monday to Thursday inclusive -- for administration and re-packaging.

Administration of the material was usually carried out by the teacher (or home form teacher) of the classes involved; however, in a number of schools, the Guidance staff was available for this task. Each set of material (i.e. a 40 item package for a specific class) was accompanied by an "administration procedure" for use by the administrator. Research Department staff was available at several Board telephone locals to aid in any confusion over the administration. As well, Research staff visited several of the secondary schools where large numbers of students were involved to describe to the staff the various steps in the administration. When

* See Appendix D for a time-table of the material distribution.

requested, necessary equipment* such as tape recorders were also delivered to the schools.

The verification of Questionnaire data involved identifying and correcting many errors of "No Response" and "Invalid Answer."

Errors of "No Response" consisted of either the complete omission of data or the omission of single questions due to a misunderstanding of instructions or the students' inability to supply the information. Depending upon the quantity or nature of data omitted, the Questionnaire was returned to the school for completion. Schools were telephoned for information, or the correct answers were estimated by referring to other parts of the Questionnaire.

"Invalid Answers," consisting of contradictory data, were the result of Digitek misreadings and/or student error. Due to misunderstandings of administrative instructions, careless marking of the answer grids and the extreme sensitivity of the optical scanner there were an excessive number of errors in the numerical information. In all cases Questionnaires were consulted in order to distinguish between a misreading and an error in student response. Correlations were made by cross-checking with pertinent data and clerical re-marking of answer grids.

A detailed description of verification procedures, which were much too elaborate to discuss here, has been included in Appendix E.

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* See Appendix F for a listing of equipment necessary to administer the various materials.

THE DESCRIPTION OF THE RANDOM SAMPLE, REPRESENTING THE TORONTO SCHOOL POPULATION OF SEVERAL GRADES

This section describes the "random sample," of students who participated in the New Canadian Study which the Board requested (June 22, 1967). The description is based on data obtained from the Student Background Questionnaire*. As the sample represented 25% of students in Grades 5, 7 and 9, the material is presented so that the reader may generalize to students in Toronto schools. The report also provides background information for following reports. All categories of the Questionnaire were not used in this report because of the volume of data, and because subsequent reports will provide analyses of school success based on subcategories from the Questionnaire.

The following data were collected from 5709 students in the three grades. They were registered in the 198 randomly chosen classes that formed the study sample. The students' answers to the Questionnaire are presented in the form of frequency distributions and percentages. As the classes involved in the study were selected randomly, the percentages in each table may be taken as a good estimate of the proportions of specified groups in these grade levels across the City.

The background characteristics are presented as totals and, where relevant, three groupings were used to present the data:

(1) the separation of students into two groups -- "Canadian Born" and "Non-Canadian Born";

(2) the separation of students by grade;

(3) the separation of students by both grade and whether or not they were born in Canada.

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* See Appendix A for a copy of the three page Student Background Questionnaire.

There are many other groupings possible and these are available, if required, by making a special request of the Data Processing Department. There are many ways of defining "New Canadian" and country is used as a first step in analysis. Later reports will also use languages spoken as an additional criterion. Additional groupings will be used where suitable.

Table 1 shows the proportion of Canadian Born and Non-Canadian Born students in the sample. This grouping was obtained from the students' answers to the first category of the Questionnaire:

Were you born in Canada? ☐ Yes ☐ No

TABLE 1

PROPORTION OF TORONTO STUDENTS BORN IN CANADA

Birthplace	Number	%
Canadian Born	4234	74.2
Non-Canadian Born	1475	25.8
TOTALS	5709	100.0

The second basic grouping is by grade (Table 2).

TABLE 2

PROPORTION OF CANADIAN BORN STUDENTS IN GRADES 5, 7, AND 9

Birthplace	Grade 5		Grade 7		Grade 9		TOTAL
	No.	%	No.	%	No.	%	
Canadian Born	1551	75.7	1225	77.5	1458	70.4	4234
Non-Canadian Born	498	24.3	355	22.5	614	29.6	1467
TOTALS	2049		1580		2072		5701
Percentage of students per grade	35.9		27.7		36.4		100%

The separate totals above for the three grades total 5701. The eight students not represented above include one from Grade 8, one from Grade 10, and six from Reception Centres. The inclusion of the students from Grades 8 and 10 occurred by accident. These two students had been selected as part of a smaller sample studying "graduates" of special English programmes. The six students listed as being in Reception Centre classes were in a transition phase to a regular programme and were thus included in the Study as members of specific classes. As the selection of classes was made on a random basis, it was expected that some Reception Centre students would occur in the sample. In the following tables the N will be 5701 if the data are by grade, otherwise N will remain as 5709.

The above groupings (Tables 1 and 2) of Canadian or Non-Canadian Born and Grade were used to separate and present the information from other categories on the Questionnaire for the following report.

The overall proportions of males was similar in the different groupings, there being more males than females (see Tables 3 and 4), with the exception of Grade 7.

TABLE 3

PROPORTION OF MALES AND FEMALES BY GROUP

Birthplace	Male		Female		No Response	TOTAL
	No.	%	No.	%		
Canadian Born	2227	52.6	2006	47.4	1 (or less than .1%)	4234
Non-Canadian Born	766	51.9	709	48.1	0	1475
TOTAL						5709

TABLE 4

SEX BY GROUP AND GRADE

Birthplace	Sex	Grade 5		Grade 7		Grade 9	
Canadian Born (N = 4234)	Male	829	53.4	596	48.7	802	55.0
	Female	722	46.6	629	51.3	655	44.9
				No Response		1	0.1
Non-Canadian Born (N = 1467)	Male	259	51.0	168	47.3	341	55.5
	Female	244	49.0	187	52.7	273	44.5
TOTALS		2049		1580		2072	

Chi-square (Canadian Born) = 14.42 Level of Significance <.001
Chi-square (non-Canadian Born) = 7.5? Level of Significance <.01
(These chi-square differences pertain only to Grade 9.)

In Grade 9 it should be noted that there are 10% more males than females. This difference is present for both Canadian Born and Non-Canadian Born groups.

Age

Since the school year (September to June) and the calendar year (January to December) do not match, it seemed least confusing and most accurate to express ages in months rather than years*. Students were asked, on the Questionnaire, not only for present age but month and year of birth. The calculations made by month allowed for more realistic distinction between students who were, for example, 13 years and 1 month and those 13 years and 11 months of age at the time the Questionnaire was administered. Table 5 presents these data for each grade. The difference in average ages between students in Grades 5 and 7 is 22.7 months and it is 27.3 months between students in Grades 7 and 9.

TABLE 5

MEAN AGES IN MONTHS BY GRADE

Grade 5	Grade 7	Grade 9	TOTAL
133 (N = 2049)	155.7 (N = 1580)	183.0 (N = 2072)	5701

* Conversion Table for Ages

Months	Years	Months	Years
132	11	168	14
138	11½	174	14½
144	12	180	15
150	12½	186	15½
156	13	192	16
162	13½	198	16½

TABLE 6

MEAN AGES IN MONTHS FOR GROUP AND GRADE

Birthplace*	Grade 5 (N = 2049)	Grade 7 (N = 1580)	Grade 9 (N = 2072)	TOTALS (N = 5701)
Can. Born	132.0 (N = 1551)	154.7 (N = 1225)	180.9 (N = 1458)	4234
N.C. Born	136.1 (N = 498)	159.3 (N = 355)	188.0 (N = 614)	1467
DIFFERENCES	4.1	4.6	7.1	

t (Grade 5) = -3.176 Level of Significance $<.005$
t (Grade 7) = -7.458 Level of Significance $<.0005$
t (Grade 9) = -13.13 Level of Significance $<.0005$

Within each grade, the mean age for Canadian Born is below the mean age for Non-Canadian Born. Not only are the students born outside Canada, and the average, older in each grade than students born in Canada, but also the age difference is greater in the higher grades.

At this point the reader should be CAUTIONED that the group designated as "Non-Canadian Born" includes students from English speaking countries and students who learned English as a second language prior to immigration. (A later section in this report deals with language.) Since age, particularly in elementary and secondary schools, is an important index of academic achievement, more detailed breakdowns will be provided in later analyses that also report on other criteria of school success. These detailed breakdowns will consider such factors as age of arrival, amount of prior exposure to English, rural/urban background and parental education.

* Because of the frequent use of the terms Canadian Born and Non-Canadian Born throughout the results section, these groups will be referred to in the tables as Can. Born and N.C. Born respectively.

Grade 9 Programme

Grade 9 represents the level in the present school system at which most students from the elementary schools enter differentiated programmes. Students in the sample* at the Grade 9 level (a total of 2072) indicated in Category 17 of the Questionnaire their respective programmes. Table 7 presents the distribution of Grade 9 students in programmes categorized by their length (two-year, four-year, etc.).

TABLE 7

PRESENT PROGRAMMES OF GRADE 9 STUDENTS

Programme	Can. Born		N.C. Born		Overall Sample	
	No.	%	No.	%	No.	%
Five-Year	873	59.9	273	44.5	1146	55.5
Four-Year	439	30.1	223	36.3	662	31.9
Three-Year	45	3.1	27	4.4	72	3.4
Two-Year	96	6.6	87	14.2	183	8.8
No Response	5	0.3	4	0.6	9	0.4
TOTALS	1458	100.0	614	100.0	2072	100.0

Chi-square = 55.9 Level of Significance <.001

The programme proportions for the two groups are numerically unequal. If an assumption or expectation is taken that no difference of proportions exists between the groups, the observed difference, statistically, is highly significant.

A statistical comparison shows that the Canadian Born students are significantly more likely to be in the five-year programme than are the Non-Canadian Born students who are in comparison more likely to be in

* As noted in the Introduction, the sample did not include representatives of the Academic Vocational Secondary Schools.

a two-year programme or slightly more likely to be in a four-year programme.

These significant differences in proportions must still be cautiously viewed as they do not take into account important factors such as age of arrival, or previous exposure to English. Further detailed analyses will be carried out and presented in the following reports.

LANGUAGE

The group within the study sample, designated as Canadian Born, is not composed exclusively of students with an exposure only to the English language or a Canadian background. While the students have attended Canadian schools for varying periods of time, some students come from homes where the family currently uses a language other than or in addition to English.

Similarly, the group designated as Non-Canadian Born is not composed exclusively of students with a non-English background. Some of this group are immigrants from countries where English is the predominant language such as Great Britain, the United States, and the West Indies. To describe the complex set of relevant factors, data from several categories of the Questionnaires were intended to provide breakdowns on the amounts or degrees of exposure to English for the two major groups.

Information on the "degrees" of exposure is contained in the following five sections:

(a) exposure to English in the home;
(b) English ability on entry to school in Toronto (as presently remembered);
(c) English as a second language;
(d) relative proportions of the language groups presently in the Toronto schools;
(e) language of parents.

In later reports combinations of the above criteria will be used to define monolinguals and bilinguals, with reference to both English and other languages.

(a) Exposure to English in the Home

Category 3 of the Questionnaire provided an approximate statement about the amount of English usage in the students' homes. The students stated how frequently English was spoken in the home: "Always"; "Sometimes"; "Never".

Table 8 indicates that more than one-third of the students in the Toronto school population live in homes where another language besides English is spoken.

TABLE 8

OCCURRENCE OF SPOKEN ENGLISH IN THE HOME: BY BIRTHPLACE

Birthplace	Always		Sometimes		Never		No Response*	
	No.	%	No.	%	No.	%	No.	%
Can. Born (N = 4234)	3248	76.6	959	22.6	27	0.6	nil	
N.C. Born (N = 1475)	275	18.6	1028	69.7	161	10.9	11	0.7
TOTALS	3523	61.7	1987	34.8	181	3.3	11	0.2

* The zero or non-responses shown in Table 7 are shown in Table 8 to be from Grade 5, Non-Canadian Born students. A small number of non-response found when the Questionnaires were being corrected and verified could not be altered by cross-checking items. As noted above and in the following tables of information, these non-responses usually occurred at the Grade 5 level and for the Non-Canadian Born group. This finding, in part, supported earlier assumptions that the Grade 5 level was the lowest grade from which the extensive material for the Study could reasonably be collected on a group basis.

Naturally, considerable differences in proportions are evident between those born in Canada and those not born in Canada. Approximately three-quarters of the Canadian Born students come from homes where English is employed exclusively. In less than one-fifth of the homes of Non-Canadian Born students English is used exclusively.

An alternate comparison can be made by combining the SOMETIMES and NEVER proportions for each group. This provides an estimate of the proportions of homes in each group which are bilingual or possibly multi-lingual. This alternate comparison shows that 23.2% of homes of the Canadian

Born and approximately 80.6% of the homes of Non-Canadian Born students are bi or multi-lingual.

TABLE 9

OCCURRENCE OF SPOKEN ENGLISH IN THE HOME: BY GRADE AND BIRTHPLACE

Grade and Birthplace	Always		Sometimes		Never		No Response	
	No.	%	No.	%	No.	%	No.	%
Grade 5								
Can. Born (N = 1551)	1111	71.6	425	27.4	15	1.0	0	0
N.C. Born (N = 498)	90	18.1	334	67.1	63	12.7	11	2.2
Grade 7								
Can. Born (N = 1225)	947	77.3	271	22.1	7	0.6	0	0
N.C. Born (N = 355)	57	16.1	272	76.6	26	7.3	0	0
Grade 9								
Can. Born (N = 1458)	1190	81.6	263	18.0	5	0.3	0	0
N.C. Born (N = 614)	127	20.7	417	67.9	70	11.4	0	0
TOTALS	3522	61.8	1982	34.8	186	3.3	11	0.1

As in previous breakdowns, some differences are evident among the three grades (see Table 9). Table 9 shows that where differences occur across the grades, they tend to be more consistent among the Canadian Born students. For example, for the Canadian Born group in whose homes English is spoken ALWAYS, the proportions <u>increase</u> as the grade increases. That is, 71.6% in Grade 5, 77.3% in Grade 7, and 81.6% in Grade 9. Similarly, for the Canadian Born group in whose homes English is spoken SOMETIMES or NEVER, there is a proportional <u>decrease</u> as the grade increases. The non-

Canadian Born do not show a consistent pattern though Grades 5 and 9 students are similar; thus, students in Grade 7 report 76.6% of their homes as using English SOMETIMES (compared to 67.1% and 67.9% for Grades 5 and 9).

There does seem to be some similarity, especially in Grade 9, between the proportion of Non-Canadian Born students speaking English ALWAYS and the Canadian Born speaking English SOMETIMES, i.e. approximately one-fifth.

(b) English Ability on Entry to School in Toronto (As Presently Remembered)

Data from Category 6 of the Questionnaire provided information about the student's general estimate of his English capability at time of entry to the Toronto School System. The primary purpose of this question was to identify the proportion of students who estimated that they spoke NO English on their entry to school. It was found that more than one in ten students estimated they spoke NO English when they started school in Toronto; 11.8% of students in the sample stated that they spoke NO English at the time of their entry to the Toronto School System (see Table 10).

TABLE 10

ENGLISH ABILITY ON ENTRY TO SCHOOL IN TORONTO: BY GROUP

Birthplace	Yes		No		Some		No Response	
	No.	%	No.	%	No.	%	No.	%
Can. Born (N = 4234)	3937	93.0	64	1.5	233	5.5	0	0
N.C. Born (N = 1475)	526	34.7	610	41.4	327	22.2	12	0.8
TOTALS	4463	78.2	674	11.8	560	9.8	12	0.2

It is seen in Table 10 that 1.5% of the students born in Canada and 41.4% of students born outside Canada comprise the overall figure of more than "one in ten" now in the system who said that they did not speak any English on entry to the school system. It should be noted that this estimate is provided by students who are now in regular classes (although a few still take instruction in English as a second language). It does not include the students learning English at Main Street or in the Reception Centres. The most important figures are those for the non-English who spoke some English (almost double the number who ALWAYS spoke English in the home, 35.7% compared to 18.6%) and for the 1.5% Canadian Born who reported speaking no English at the time of school entry. Further analysis by grade shows only minimal variations from grade to grade. These data are reported in Appendix F.

(c) English as a Second Language

Category 5 of the Student Questionnaire was used to obtain:

(1) proportions of students with an exclusively English background;

(2) proportions of students who learned English and some other language together;

(3) proportions of students whose first language was not English;

(4) an estimate of the size of the major language groups now present in the Toronto school population.

Table 11 shows that over one-quarter (27.3%) of the students learned another language before English and over one-tenth (11.3%) learned English and some other language at the same time. Taken together, they indicate that over one-third (38.6%) of the school population could be called biglottal, though not necessarily bilingual, i.e. fluent in both languages.

TABLE 11

EXPOSURE TO A LANGUAGE OTHER THAN ENGLISH: BY GROUP

Birthplace	Yes		No		Both		No Response	
	No.	%	No.	%	No.	%	No.	%
Can. Born (N = 4234)	496	11.7	3248	76.7	490	11.6	0	0
N.C. Born (N = 1475)	1061	71.9	246	16.7	157	10.6	11	0.7
TOTALS	1557	27.3	3494	61.3	647	11.3	11	<0.1

As would be expected, gross differences are present between the Canadian Born and Non-Canadian Born groups. In the latter, 71.9% learned another language prior to the acquisition of English, compared to 11.7% of Canadian Born students who were exposed to the languages of their families' cultures before learning English.

The proportions of the two groups who learned English and some second language at about the same time are very similar, 11.6% of the Canadian Born group and 10.6% of the Non-Canadian Born group. Certainly these students initially have the potential of becoming fluent bilinguals. As such, they will be among the subgroups considered in the detailed analyses dealing with school success.

The above group proportions, with separation for grades (see Table 12) show some consistent trends in proportional changes across the grades. Here, the proportion of Canadian Born students who learned another language before English and Canadian Born students who learned English and another language together show a decrease as the grade level increases. Canadian Born students who learned English first show an increase in proportions as the grade increases. The Non-Canadian Born again are similar for Grades 5 and 9.

TABLE 12

EXPOSURE TO A LANGUAGE OTHER THAN ENGLISH: GROUP AND GRADE

Grade and Birthplace	Learned Another Language Before English		Learned English First		Learned English & Other Language At About the Same Time		No Response	
	No.	%	No.	%	No.	%	No.	%
Grade 5								
Can. Born (N = 1551)	231	14.9	1132	73.0	188	12.1	0	0
N.C. Born (N = 498)	354	71.1	86	17.3	47	9.9	11	2.2
Grade 7								
Can. Born (N = 1225)	135	11.0	950	77.6	140	11.4	0	0
N.C. Born (N = 355)	266	74.9	46	13.0	43	12.1	0	0
Grade 9								
Can. Born (N = 1458)	130	8.9	1166	80.0	162	11.1	0	0
N.C. Born (N = 614)	434	70.7	113	18.4	67	10.9	0	0
TOTALS	1550	27.2	3493	61.3	647	11.3	11	0.2

(d) Relative Proportions of the Language Groups Presently in the Toronto Schools

Because of the numerous differences between the Canadian Born and Non-Canadian Born groups, it seemed most useful to continue treating these two groups separately. Thus, data from students who in Category 5 of the Questionnaire stated that they either learned "another language before English" or that they "learned English and another language" at about the same time, were separated on a group and grade basis. The proportions of students involved in these categories were presented in Table 11.

Here, the most reported languages* other than English, are presented in rank order. The exact frequencies are reported in the Appendix.

The languages of Table 13 were compiled from the 496 Canadian Born and 1061 Non-Canadian Born students who reported learning some other language before English.

TABLE 13A

RANK ORDER OF LANGUAGE GROUPS OTHER THAN ENGLISH
(Students Learning Another Language Before English)

Grade 5		Grade 7		Grade 9	
Language	Number	Language	Number	Language	Number
Canadian Born: Learning Another Language Before English (N = 496 or 11.7% of 4234)					
Italian	103	Italian	31	Ukrainian	30
Ukrainian	24	Ukrainian	19	Polish	21
Chinese	17	Polish	15	French	19
German	16	Chinese	13	German	10
Polish	16	German	12	Italian	9
Greek	13	Latvian	8	Latvian	9
Lithuanian	8	Lithuanian	7	Lithuanian	7
French	6	Estonian	6	Yugoslavian	7
Hungarian	6	French	5	Estonian	4
Latvian	5	Greek	4	Greek	4
				Chinese	4
Others	17	Others	15	Others	6
Non-Canadian Born: Learning Another Language Before English (N = 1061 or 71.9% of 1475)					
Italian	129	Italian	85	Italian	139
Portuguese	71	Portuguese	43	Portuguese	48
Greek	50	Chinese	30	Greek	38
Yugoslavian	19	Greek	24	German	36
Chinese	17	Yugoslavian	19	Chinese	35
German	16	Polish	13	Polish	32
Polish	11	German	12	Yugoslavian	23
Hungarian	8	Hungarian	6	Hungarian	19
French	5	Spanish	6	French	13
Spanish	5	Ukrainian	5	Ukrainian	8
Others	23	Others	23	Others	43

* See Appendix A for Questionnaire and the Procedures Section on Material Construction. The list of language groups contained twenty-seven categories. Twenty-six languages were listed alphabetically from "Arabic" to "Yugoslavian." The twenty-seventh category on the list was "Other."

The languages of Table 13B were compiled from the 490 Canadian Born and 157 Non-Canadian Born students who reported learning English and another language at about the same time.

TABLE 13B

RANK ORDER OF LANGUAGE GROUPS OTHER THAN ENGLISH
(Students Learning English and Another Language at About the Same Time)

Grade 5		Grade 7		Grade 9	
Language	Number	Language	Number	Language	Number
Canadian Born: Learning English and Another Language at About the Same Time (N = 490 or 11.6% of 4234)					
Italian	51	Italian	35	Ukrainian	33
Ukrainian	22	Ukrainian	22	Polish	24
Greek	18	German	20	Italian	21
German	16	Polish	15	German	15
Chinese	15	French	11	French	11
French	13	Chinese	10	Chinese	7
Polish	11	Japanese	5	Lithuanian	6
Yugoslavian	7	Estonian	4	Yiddish	6
Hungarian	5	Latvian	4	Yugoslavian	5
Dutch	4	Lithuanian	4	Estonian	4
Estonian	4			Japanese	4
Yiddish	4			Latvian	4
Others	18	Others	20	Others	22
Non-Canadian Born: Learning English and Another Language at About the Same Time (N = 157 or 10.6% of 1475)					
Italian	18	Italian	16	Italian	21
German	6	German	7	German	7
Greek	4	Greek	5	Chinese	5
Polish	3	Hungarian	3	Greek	5
Portuguese	3	Chinese	2	Maltese	4
Yugoslavian	3			Portuguese	4
				Ukrainian	4
Others	10	Others	10	Others	17

(e) Language of Parents

Yet another way of describing the student's exposure to other languages was to obtain a statement of the language most used by each parent. Categories 8 and 9 of the Questionnaire asked the students for the language spoken most by mother and father respectively. The estimate was made from the same twenty-seven languages that were used in Category 5 of the Questionnaire.

As expected, the basic proportions obtained for English vs. non-English for parents of both the Canadian Born and Non-Canadian Born were similar to the proportions obtained in Category 5.

Tables 14A and 14B show the language rankings for mothers and fathers respectively. In these tables, the major language groups are presented in rank order with the number of students responding, following each language. Exact frequencies and percentages are provided in Appendix F.

Table 14A shows English spoken by the largest number of mothers. The figure of 3252 represents 76.8% of the Canadian Born group. In the Canadian Born group, 5.5% of the mothers speak Italian followed by 3.0% who usually speak Ukrainian.

In the Non-Canadian Born group, the most common language spoken by mothers is Italian. The figure of 415 represents 28.1% of the Non-Canadian Born group. This is followed by 19.9% of the mothers who speak English.

A special subquestion was added for students on this section of the Questionnaire to avoid confusion resulting from parents who may be deceased. Table 14A shows 114 "No Responses" for Canadian Born students and 38 "No Responses" for Non-Canadian Born. These responses are largely accounted for by considering the responses that students made to the sub-question for parents being deceased or not living at home.

Of the Canadian Born group, 114 students reported their mother was deceased or absent, compared to 22 students of the Non-Canadian Born group. Thus, the "No Response" figure for the Canadian Born students was completely accounted for compared to more than half of the "No Response" figure for Non-Canadian Born students. Table 15 presents the figures on deceased parents.

TABLE 14A

LANGUAGE OF PARENTS BY GROUP

(Language Spoken Mostly By Mother -- in Rank Order of Languages)

Canadian Born (N = 4234 or 74.2% of the Sample)		Non-Canadian Born (N = 1475 or 25.8% of the Sample)	
English	3252	Italian	415
Italian	234	English	293
Ukrainian	128	Portuguese	174
Polish	86	Greek	125
German	85	Chinese	87
Chinese	61	German	64
French	41	Yugoslavian	61
Greek	40	Polish	59
Others	193	Others	159
No Response	114*	No Response	38*
TOTAL	4234	TOTAL	1475
GRAND TOTAL	5709		

* The "No Response" figures appear unexpectedly large but include "Parent Deceased."

TABLE 14B

LANGUAGE OF PARENTS BY GROUP

(Language Spoken Mostly By Father -- in Rank Order of Languages)

Canadian Born (N = 4234 or 74.2% of the Sample)		Non-Canadian Born (N = 1475 or 25.8% of the Sample)	
English	2864	Italian	386
Italian	220	English	298
Ukrainian	132	Portuguese	159
Polish	88	Greek	117
German	56	Chinese	76
Chinese	50	Polish	57
Greek	37	German	55
French	32	Yugoslavian	55
Others	204	Others	148
No Response	553*	No Response	124*
TOTAL	4234	TOTAL	1475
GRAND TOTAL	5709		

* The "No Response" figures include "Parent Deceased."

Table 14B presents in rank order the major languages spoken most by fathers of the students. As would be expected, they are very similar to those of the mothers. Exact frequencies and percentages are provided in Appendix F.

A major difference is seen for the figures on "No Response" which are several times larger for fathers than for mothers. Here also, the sub-question concerning a deceased parent helps to account for such a large "No Response" figure. What remains is a large difference between numbers of mothers and fathers who are deceased or absent. This is presented in Table 15. Since the question was tied to language it is likely that parents who were absent much of the time for reasons such as employment were included with the cases of separation and divorce as well as death.

TABLE 15

PARENTS DECEASED OR ABSENT FROM HOME

Parents' Residence Status	Canadian Born		Non-Canadian Born	
	No.	%	No.	%
Mother				
Deceased or Absent	114	2.7	22	1.5
At Home	4120	97.3	1453	98.5
TOTALS	4234	100.0	1475	100.0
Father				
Deceased or Absent	559	13.2	108	7.3
At Home	3675	86.8	1367	92.7
TOTALS	4234	100.0	1475	100.0

NUMBERS OF STUDENTS WHO RECEIVED INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE

Categories 10 to 14 of the Questionnaire were designed to provide extensive information on the proportions of students who had and who are taking instruction in English as a second language. The data for current attendance at English classes are incomplete because this portion of the study examines students now in regular classes who could complete the various materials. The Cost Analysis* has already provided data on the numbers of students in attendance at English classes for a specific point in time.

As stated, this report provides a wide range of information and no detailed description of programmes is included in the following data. Other substudies in progress are designed to show the relationship between programme and school success. An additional substudy is comparing graduates from the different kinds of special programmes.

1. Attendance at Main Street

The information obtained from this question cannot be generalized to apply to the system. Because only Grades 5, 7 and 9 were included in the study because attendance at Main Street is limited to students 12 years of age or older, few if any students from Main Street were expected to be found in grades lower than 9. Main Street graduates still attending Toronto schools would be expected to be found from Grades 9 to 13. Also, as the selected sample of students for a comparative study were tested at the same time as the students for the study being reported here, some students who had attended Main Street who might have been in the random sample were already selected for the comparative study and this data could not accurately

* Mowat, Susanna. Cost analysis of new Canadian instruction. Toronto: Board of Education for the City of Toronto, Research Department, 1968.

be used in both samples. With these limitations it was not surprising to find only ten students in the sample of 5709 who reported attending Main Street School.

2. Special English Instruction Received Since Arriving in Canada

This was a general category, to indicate how many students, now in the Toronto System, have received some special instruction in English. The question was general enough to include classes in other systems and classes run under other auspices.

In the overall sample, only 8.5% (or 488 students) of the students reported that they had received some special instruction in English. Separated into the two major groups, it was found that 1.6% of Canadian Born students as compared to 28.4% of Non-Canadian Born students reported having received some instruction in English as a second language. No specification of nature or extent of this instruction was requested because it was felt that such data could not be reported accurately.

3. Attendance At Supplementary Programmes

Apart from the several varied programmes and procedures operating in the regular day schools for special English instruction, other programmes are available to students who require and wish them. Data on students at Summer School are presented in Table 10.

TABLE 16

SUMMER SCHOOL ATTENDANCE

Birthplace	No Attendance		One Summer		Two Summers		Three Summers		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Canadian Born (N = 4234)	4215	99.6	18	0.4	1	0	0	0	0	0
Non-Canadian Born (N = 1475)	1161	78.7	224	15.2	68	4.6	5	0.3	17	1.2
TOTALS	5376	94.2	242	4.2	69	1.2	5	0.1	17	0.3

4. Night School Attendance

Night school courses in English as a second language are designed primarily for adults, yet some students in the study, the older ones, take advantage of these offerings. Table 17 presents information on students who reported attending night school classes in English as a second language.

TABLE 17

NIGHT SCHOOL ATTENDANCE: OVERALL AND BY GROUP

Birthplace	No Attendance		One Year		Two Years		Three Years		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Canadian Born (N = 4234)	4228	99.9	4	0.1	1	0	0	0	1	0
Non-Canadian Born (N = 1475)	1432	97.1	24	1.6	3	0.2	0	0	16	1.1
TOTALS	5660	99.1	28	0.5	4	0.1	0	0	17	0.3

5. Present Attendance At Classes in English as a Second Language

Information on the proportions of students reporting that they presently are receiving some form of special English instruction is presented in Table 18.

TABLE 18

SPECIAL ENGLISH INSTRUCTION AT PRESENT (APRIL - MAY 1968)

Birthplace	Yes		No		No Response	
	No.	%	No.	%	No.	%
Canadian Born (N = 4234)	48	1.1	4185	98.8	1	< 0.1
Non-Canadian Born (N = 1475)	220	14.9	1241	84.1	14	1.0
TOTALS	268	4.7	5426	95.0	15	0.3

The proportion of importance in Table 18 is the 4.7% of students who report they are now (April - May 1968) receiving some form of special English instruction. This figure represents (as stated frequently throughout this section on basic study information) only the city-wide population of Grades 5, 7 and 9. It does not represent the proportion of instruction now for grades lower than 5, nor does it contain or account for students in Main Street, the various Reception Centre classes or the recently arrived students who were unable to complete a questionnaire.

The Cost Analysis showed that approximately 3.8% of the total enrolment in elementary and secondary schools was receiving instruction in English as a second language (4214 of the 109,905 students from Junior Kindergarten to Grade 13). Kindergarten students usually do not attend the

special English classes and few students would be registered in Grade 13 who had serious difficulties with English. In the present data we have an estimate of 4.7% which could be generalized to include Grades 5 to 9. Some questionnaires were returned indicating that the student did not speak English and could not complete the data so 4.7% would seem to be an underestimate.

The actual percentages vary from grade to grade with the highest percentage being in Grade 5. Furthermore as has been pointed out, students not yet registered in regular classes (e.g., Reception Centre classes) were not included. Such a finding of course indicates that for the purposes of this study, the selection of Grades 5, 7 and 9 was optimal. Almost twice as many students reported having had special English classes as reported attending them now (8.5% compared to 4.7%).

The Cost Analysis Study (cited on page 34) concerning programme costs for New Canadian instruction, showed that approximately 3.8% of the total number of students in Toronto schools (elementary and secondary) were receiving some form of special instruction. This figure was calculated by comparing the estimated figure of 4214 (students receiving) from the Cost Analysis study with the figure of 109,905 (total number of students) from the official Toronto Board enrolment figures*. This figure also was obtained for Kindergarten and Grades 1 - 13 while the present study was restricted to three grades (5, 7, and 9).

It is interesting to note that in the sample for this report while 4.7% are receiving special instruction <u>now</u> in Grades 5, 7 and 9, 8.5% <u>had</u> previously received some form of special instruction.

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* Publications Department. Fact card. Toronto: Board of Education for the City of Toronto, 1968.

THE FORMAL MAINTENANCE OF LANGUAGES OTHER THAN ENGLISH
(Language Classes Outside School)

Two sections of the Questionnaire (Questions 20 and 21) were designed to study the maintenance of mother tongue by providing information on: (1) the proportions of students who have attended language classes outside the school system; (2) the proportions of students who are attending (as of April - May 1968) language classes outside the schools. Of major interest were the languages which were most likely to be "maintained."

(a) Past Attendance

Data analyses showed that 13.7% of Canadian Born students and 13.8% of Non-Canadian Born students (regardless of time in Canada) had taken some language instruction other than English in some setting outside of the regular schools. The similarity of the two percentages is striking and worthy of consideration when planning for instruction in languages other than English.

TABLE 19

STUDENTS WITH PAST ATTENDANCE IN
LANGUAGE INSTRUCTION OUTSIDE THE SCHOOLS

Birthplace	Yes (Past Attendance)		No		No Response	
	No.	%	No.	%	No.	%
Canadian Born (N = 4234)	581	13.7	3653	86.3	0	0
Non-Canadian Born (N = 1475)	204	13.8	1255	85.1	16	1.1
TOTALS	785	13.7	4908	86.0	16	0.3

Ranked in order of most attended, the five predominant classes among the Canadian Born students in :

1. Ukrainian
2. Polish
3. French } same proportions
3. German }
4. Chinese

These five groups accounted for about three-quarters (72.2%) of the Canadian Born students who attended or appeared to have made some effort to maintain more "formally" the languages of their families' cultures.

For Non-Canadian Born students, the five most attended language classes* were in:

1. Greek
2. Polish
3. Italian
4. Portuguese
5. Chinese } same proportions
5. German }

These six groups accounted for over 70% of the Non-Canadian Born students in the sample of 5709 who had attempted to continue some degree of formal instruction in the language of their former of "first" culture.

(b) Present Attendance

Data collected on present attendance** at non-English language classes outside school showed similar proportions for the two major groups. However, the proportions for present attendance were approximately one-half those of past attendance. The data collected showed that 7.9% of Canadian Born students and 6.6% of Non-Canadian Born students were presently attending non-English language classes outside school.

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* NOTE: The order of popularity does NOT coincide with the number of students from each language group (see Table 13A, page 28).

** Data were collected during April and May, 1968.

TABLE 20

PRESENT ATTENDANCE IN LANGUAGE CLASSES OUTSIDE THE SCHOOLS (SPRING, 1968)

Birthplace	Yes (Presently Attending)		No		No Response	
	No.	%	No.	%	No.	%
Canadian Born (N = 4234)	333	7.9	3901	92.1	0	0
Non-Canadian Born (N = 1475)	98	6.6	1361	92.3	16	1.1
TOTALS	431	7.5	5262	92.2	16	0.3

Ranking the most attended language classes of the "present-attenders" showed, for the leading language groups, a high similarity to the past-attenders. For Canadian Born students, the five most attended language classes were:

1. Ukrainian
2. German
3. Polish
4. Yiddish
5. Lithuanian

These five groups accounted for almost 70% of the Canadian Born students who were presently attending language classes outside school. Comparing this ranking to answers about previous attendance shows that French and Chinese are no longer among the top five, being replaced by Yiddish and Lithuanian.

For Non-Canadian Born students the five most popular currently attended language classes show some similarities to those commonly attended in the past. The five leading groups are:

1. Greek
2. Polish
3. Ukrainian
4. Yugoslavian
5. Chinese

These five groups accounted for about three-quarters of the Non-Canadian Born students now attending language classes outside school. Comparing this ranking to the answers about previous attendance shows that three of the groups (i.e. Greek, Polish and Chinese) are the same, while Yugoslavian and Ukrainian are now listed for the first time (Italian, Portuguese and German have dropped in relative frequency).

RURAL AND URBAN BACKGROUND OF STUDENTS

Data were collected on whether the students had come from an urban or a rural area. In later analysis this information will be studied as a possible factor related to academic success. Not surprisingly, Table 21 shows that Toronto students who were born in Canada are likely to have an urban background (83.3%). Students not born in Canada are more likely to have a rural background (53.8%).

TABLE 21

ENVIRONMENTAL BACKGROUND OF STUDENTS

Birthplace	Urban		Rural		No Response	
	No.	%	No.	%	No.	%
Can. Born (N = 4234)	3525	83.3	709	16.7	0	0
N.C. Born (N = 1475)	666	45.2	793	53.8	16	1.1
TOTALS	4191	73.4	1502	26.3	16	0.3

EDUCATIONAL BACKGROUND OF PARENTS

As well as the data on the students' early background (rural/urban) data on parental education were also obtained to provide some basis for later comparative analyses. Its relationship to academic success will also be studied in following reports.

An earlier study carried out by the Research Department* has already reported information on the educational background of all Toronto parents whose children were in Kindergarten in 1961-1962.

Categories 15 and 16 of the Questionnaire asked the students to estimate the amount of education attained by mother and father respectively. This information is presented in Table 22 (Mother) and Table 23 (Father).

TABLE 22

EDUCATIONAL BACKGROUND OF MOTHERS
(As Reported By Students)

Education	Canadian Born		Non-Canadian Born	
	No.	%	No.	%
0 - 4 years	138	3.3	294	19.9
5 - 8 years	565	13.3	210	14.2
9 - 12 years	932	22.0	118	8.0
More than 12	258	6.1	41	2.8
University or College	349	8.2	49	3.3
Don't Know	1991	47.0	746	50.6
No Response	1	0	17	1.2
TOTAL	4234	100.0	1475	100.0

* Research Department. Study of achievement: report on population study of junior and senior kindergarten pupils, 1960-61 and 1961-62. Toronto: Board of Education for the City of Toronto, Research Department, 1965.

TABLE 23

EDUCATIONAL BACKGROUND OF FATHERS
(As Reported By Students)

Education	Canadian Born		Non-Canadian Born	
	No.	%	No.	%
0 - 4 years	116	2.7	215	14.6
5 - 8 years	520	12.3	223	15.1
9 - 12 years	702	16.6	99	6.7
More than 12	205	4.8	44	3.0
University or College	473	11.2	80	5.4
Don't Know	2218	52.4	798	54.1
No Response	0	0	16	1.1
TOTAL	4234	100.0	1475	100.0

A striking feature is the fact that essentially half of the students do not know the amount of education their parents had. They are slightly better informed about their mother's education. It is true that Grade 9 students are a little better informed than the Grade 5 students. Thus, for example, the Canadian Born students in Grade 9 report that they don't know their father's education in 39.9% of the cases. In Grade 7 54.5% don't know, and in Grade 5, 64.5% don't know. This change with grade is similar for the other categories. The distribution of the large number of "Don't Know" responses cannot be assumed. The percentages for the known categories must thus all be treated as underestimates. The degree of underestimation may be small or large. It does appear, however, that the Non-Canadian Born students as a group are less likely than the Canadian Born to have parents with a high school or university education.

SUMMARY

This report is the first of a series, designed to study "New Canadians" in the Toronto School System and as such, the data reported were general or extensive in nature. Essentially, it presents the basic frequency distributions of responses made on a Questionnaire by students in randomly chosen classes in Toronto schools. These classes were chosen to represent Grades 5, 7 and 9.

For clarity, the report does not talk about "New Canadians" but rather describes students in terms of whether or not they were born in Canada. The categories of the Questionnaire from which the data were presented were designed to aid in describing students in Toronto schools and to permit general comparisons between students born in Canada and those not born in Canada. Following reports will categorize students in terms of not only country of birth but also in terms of native languages and length of time in Canada. These reports will examine school success.

In the data presented, differences in responses to a few of the categories of the Questionnaire are clearly evident between the Canadian Born and the Non-Canadian Born. These groups are differently distributed in the various Grade 9 programmes; the difference in their average ages varies across the grades and the proportions who learned English as a second language is also, of course, different.

The data in this report represent 25% of the students in the three grades. Consequently, one can generalize from this material to a description of Grades 5 through 9 with considerable confidence.

APPENDIX A

Student Background Questionnaire

2. What grade did you enter when you started school in Toronto?

___ Jr. Kdgn.
___ Sr. Kdgn.
___ Opportunity
___ A.V.
___ Main Street
___ Reception Centre
___ grade 1
___ grade 2
___ grade 3

5. Before learning English did you learn any other language?

___ yes
___ no
___ learned Eng. & other together

If YES, or learned English and other together what was the other language? (MARK ONLY ONE)

•01•	Arabic	•14•	Latvian
•02•	Chinese	•15•	Lithuanian
•03•	Czecho-Slovak	•16•	Maltese
•04•	Danish	•17•	Norwegian
•05•	Dutch	•18•	Polish
•06•	English	•19•	Portuguese
•07•	Estonian	•20•	Roumanian
•08•	French	•21•	Russian
•09•	German	•22•	Spanish
•10•	Greek	•23•	Swedish
•11•	Hungarian	•24•	Ukrainian
•12•	Italian	•25•	Yiddish
•13•	Japanese	•26•	Yugoslavian
		•27•	Other

6. Could you speak English when you entered a Toronto School?

___ yes
___ no
___ some

7. What grade are you in right now?

___ grade 5
___ grade 6
___ grade 7
___ grade 8
___ grade 9
___ grade 10
___ grade 11
___ grade 12
___ grade 13
___ Tech.

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NAME: _____
(Please Print)

[illegible] speak most of the time? (MARK ONLY ONE)

[illegible]	[illegible]	•19• Portuguese
[illegible]	[illegible]	•20• Roumanian
[illegible]	[illegible]	•21• Russian
[illegible]	[illegible]	•22• Spanish
[illegible]	[illegible]	•23• Swedish
[illegible]	•1• Lithuanian	•24• Ukrainian
[illegible]	•1• Maltese	•25• Yiddish
[illegible]	•1• Norwegian	•26• Yugoslavian
[illegible]	•1• Polish	•27• Other

== have no mother or mother does not live at home

9. What language does your father speak most of the time? (MARK ONLY ONE)

•01• Arabic	•10• Greek	•19• Portuguese
•02• Chinese	•11• Hungarian	•20• Roumanian
•03• Czecho-Slovak	•12• Italian	•21• Russian
•04• Danish	•13• Japanese	•22• Spanish
•05• Dutch	•14• Latvian	•23• Swedish
•06• English	•15• Lithuanian	•24• Ukrainian
•07• Estonian	•16• Maltese	•25• Yiddish
•08• French	•17• Norwegian	•26• Yugoslavian
•09• German	•18• Polish	•27• Other

== have no father or father does not live at home

[illegible] you go to [illegible] Street School? == yes == no

11. Since starting school in Ontario or Canada, have you taken any special classes in English? (This does not include Main St. School.)

== yes
== no

If YES, for how many months? → and how many hours per day?

c0	c0	c0
c1	c1	c1 less than one
c2	c2	c1
c3	c3	c2
c4	c4	c3
c5	c5	c4
c6	c6	c5
c7	c7	c6
c8	c8	
c9	c9	

12. Did you go to summer school to learn English?

== no
== one summer
== two summers
== three summers
== four summers
== more than four summers

13. Did you go to night school to learn English?

== no
== one year
== two years
== three years
== four years
== more than four years

14. Are you now receiving [illegible] in special English classes?

15. How long did your father go to school?

== [illegible]
== [illegible]
== [illegible]
== [illegible] years
== university or college
== don't know

16. How long did your father go to school?

== 1 - 4 years
== 5 - 8 years
== 9 - 12 years
== more than 12 years
== university or college
== don't know

17. If you are past Grade 8 what programme are you in?

== [illegible] year
== [illegible] year
== four year
== five year
== [illegible] Grade 9

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53

Year

Darken matching numbers below

c0 c0 c0 c0
c1 c1 c1 c1
c2 c2 c2 c2
c3 c3 c3 c3
c4 c4 c4 c4
c5 c5 c5 c5
c6 c6 c6 c6
c7 c7 c7 c7
c8 c8 c8 c8
c9 c9 c9 c9

(Please Print)

20. Have you ever attended classes in Canada to learn a language other than English? (This does not include French, etc., in school.)

- = no
- = one year
- = two years
- = three years
- = four years
- = five years
- = more than five years

If YES, what was the language of these classes?

•01• Arabic	•10• Greek	•19• Portuguese
•02• Chinese	•11• Hungarian	•20• Roumanian
•03• Czecho-Slovak	•12• Italian	•21• Russian
•04• Danish	•13• Japanese	•22• Spanish
•05• Dutch	•14• Latvian	•23• Swedish
•06• English	•15• Lithuanian	•24• Ukrainian
•07• Estonian	•16• Maltese	•25• Yiddish
•08• French	•17• Norwegian	•26• Yugoslavian
•09• German	•18• Polish	•27• Other

21. Are you NOW attending classes outside regular school to learn a language other than English? (This does not include French, etc., in school.)

- = yes
- = no

If YES, what is the language of these classes?

•01• Arabic	•10• Greek	•19• Portuguese
•02• Chinese	•11• Hungarian	•20• Roumanian
•03• Czecho-Slovak	•12• Italian	•21• Russian
•04• Danish	•13• Japanese	•22• Spanish
•05• Dutch	•14• Latvian	•23• Swedish
•06• English	•15• Lithuanian	•24• Ukrainian
•07• Estonian	•16• Maltese	•25• Yiddish
•08• French	•17• Norwegian	•26• Yugoslavian
•09• German	•18• Polish	•27• Other

22. Have you always lived in Toronto or in a big city like Toronto?

- = yes
- = no

If NO, how many years have you lived in another kind of area? (e.g. a farm, village, an area far away from a city, etc.)

c0 c0
c1 c1
c2
c3
c4
c5
c6
c7
c8
c9

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= In Three = Withdrawal = Reception Centre
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APPENDIX B

Questionnaire Data Not Presented

The data from some categories and subcategories of the Questionnaire have not been presented in this report. The data from these will be used for the more detailed analyses of following reports.

The small numbers of students to whom some of these categories applied and the specific referents for other categories makes these data of limited value in a general descriptive report.

The omitted categories are, in order as found on the Questionnaire:

(a) age on arrival in Canada;

(b) grade of first placement in Toronto;

(c) data of entry to school in Toronto;

(d) time spent at Main Street;

(e) time spent in special English classes (other than Main Street);

(f) time spent in school outside Canada;

(g) time spent in school outside Canada where schooling was in English;

(h) time spent in school in Canada but outside Toronto;

(i) time (per week) in non-English language classes outside regular school classes;

(j) time (of residence) in areas OUTSIDE Toronto or other urban centres.

APPENDIX C

Verification of the Questionnaire Data

(All procedures for data verification were developed and implemented by Mrs. C. St. Lawrence)

The information provided by the Questionnaire can be divided into two categories:

Primary Data: name, identification number, school number, sex, age, grade, date of birth, and date of starting school in Toronto.

Secondary Data: the body of the Questionnaire.

Complete primary data was considered essential. Consequently, the few cases where it proved impossible to acquire all necessary information were omitted from the Study. Failure to complete the secondary data was occasionally the result of a student's insufficient knowledge of English. If, however, there was no indication by the teacher of the student's incapacity, the Questionnaire was returned to the school for completion.

Editing of the data required three basic phases:

(a) a precursory check of the quality of marking and omissions of primary data and verification of the identification number;

(b) corrections of errors indicated by the Digitek optical scanner;

(c) corrections of inconsistencies which were only revealed after all three sides of the Questionnaire had been merged.

In all stages of editing, the errors belong to two categories: "No Response" and "Invalid Answer."

(i) - <u>No Response</u>

Aside from the language difficulty mentioned, the misunderstanding of instructions by student and/or teacher was the major cause of omissions of large areas of information. The printing of Side 2 on the reverse of Side 1 and of "OFFICE USE ONLY" above the identification number caused considerable confusion.

The majority of omissions, however, were singular and the result of the student's inability, through lack of information, to answer the

question. Below are listed the questions which caused the greatest difficulty in order of their frequency of occurrence, and the procedure used to supply the answers:

(1) the data of entering school in Toronto -- this could be calculated quite simply, given the student's age, present grade, and the grade entered when starting school in Toronto. School records were consulted in case of doubt.

(2) Questions #15 and 16 -- the education of parents. In all cases the response was then marked as "don't know."

(3) Question #10 -- the dates for duration of attendance at Main Street. These were acquired by referring to the school's records.

(4) Question #22 (Part 2) -- the number of years the student did not live in a large city. The validity of the answer to Part 1 or the completion of Part 2 was ascertained by cross-checking with the body of the Questionnaire, particularly Questions #1, #18, and #19.

(5) Question #5 (Part 2) -- the language learned before or at the same time as English. The stated language spoken by the parents provided the answer to Part 2 or proved that the student had intended a negative reply to Part 1. The errors of "No Response" were found and corrected within the first two phases of editing, consequently corrections were made directly to the Questionnaire and recorded by the Digitek.

(ii) - Invalid Answer

The errors belonging to this category are of two types which shall be referred to as "Type A" -- those found in the first and second phases of editing, and "Type B" -- those which could only be identified during the personal editing of the final phase.

Type A

The primary data were subject to an enormous number of errors of this type due to the students' misunderstanding or ignorance of how the grids were to be filled. Poor quality and incorrect marking of the grids resulted in numerous misreadings by the Digitek of the name and all numerical information, e.g., age intended as 14 coded as 41. Invalid

answers in the secondary data occurred only in questions composed of two parts, the answer to the second part dependent on the first part. The most common were:

(1) Question #5 -- the student replied "English" to Part 2 following an affirmative response to Part 1. In most cases the student had intended a negative response to Part 1 or had marked both English and another language which was not recorded by the Digitek. The student's native language could be checked by referring to the stated language of parents.

(2) Question #10 -- errors in the numerical information of Part 2 or a negative response to Part 1 with Part 2 completed. In case of the latter, the correct response to Part 1 could be confirmed by referring directly to Main Street records.

(3) Question #18 -- e.g., student stated that he had spent three years in a school outside of Canada, four of which he received instruction in English. Reference to other areas of the Questionnaire provided the correct reply. In most cases the child had indicated (accidentally) the number of years of schooling outside of Canada plus the number of years of English instruction in Canada.

Type B

The merging of the three sides of the Questionnaire revealed a variety of inconsistencies. Although the editing necessarily had to be done from the print-out, the errors were verified by referring to the Questionnaire to assure against the possibility that they were merely the result of a misreading by the Digitek. The major errors were found in the groups of questions pertaining to language and school.

Language

Discrepancies, in various combinations, were found among Questions #3, #5, #6, #8 and #9. The most frequent were:

(1) the student stated that he sometimes or never speaks English at home, learned no language prior to or with English and that both of his parents commonly speak another language.

(a) If the child was born in Canada or very young on his arrival, the response to #5 was changed

to "learned English and other language together," the other language being that of his mother or both parents.

(b) If the child was educated outside of Canada in a language other than English, #5 was changed to "learned language before English," the language of his parents.

(2) Question #13 -- "Do you speak English at home - always, sometimes, or never?" -- was often misunderstood.

(a) In most cases the body of the Questionnaire revealed that the student had intended to mark "always" instead of "never" or vice versa.

(b) If the student stated that English is "sometimes" spoken at home but he learned no other language and both of his parents are English speaking, then #3 was changed to "always" unless he indicated that he was taking lessons in another language.

(3) the language learned before English by the student was sometimes different from the stated native language of the parents.

(a) In most cases it was assumed that the child learned the language of his mother first.

School

Date of entering Toronto school, age, Questions #2, #18 and #19 comprised the second group of questions with frequent contradictions:

(1) a given date of starting school which, taken in conjunction with age and birthdate, would mean that the child was three years of age or less when he first entered a Toronto school.

(a) In all cases the school date was changed to comply with the age and present grade of the student.

(2) Questions #18 ("How many years did you go to school outside of Canada?") and #19 ("How many years did you go to school in Canada but not in Toronto?") were frequently misunderstood and the answers incompatible with the body of the Questionnaire.

(a) The most common error was that the student indicated the full number of years of education. The estimated answer to #18 was calculated on the basis of the student's age upon entering Canada and the date and grade first entered in Toronto. The answer to #19 was changed to read "00."

(b) If the student stated that he went to school only two or three years outside of Canada but also reported that he had started school in Toronto in Kindergarten, it was assumed that there was a possibility that the family had moved from Toronto for a short period of time and then returned.

(3) the difference between the number of years of education a child received before coming to Canada and the years that a child in Canada of similar age would have received was occasionally extreme.

(a) Except in the case of a language (e.g., Portuguese) consistently indicating fewer years than is standard in Canada, the total was changed in accordance with Canadian requirements.

Age

Incompatibility between the given age and date of birth, usually by only a few months, was another common error. Although it was not necessary to wait until the three sides had been merged in order to recognize this problem, the corrections were not made until the final phase since the complete data were required for the most accurate calculation of the students' date of birth. The age of the child at the time that the study was being conducted (March and April, 1968) was accepted as the standard. The information provided by the rest of the Questionnaire usually indicated whether the given age or the date of birth was correct.

APPENDIX D

Time-table of the Week-Periods During
Which the Material was Administered

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DATE	GRADE IX	GRADE VII	GRADE
March 29 - 29	Student Background Questionnaire	Student Background Questionnaire	Student Background Questionnaire
April 1 - 5	Progressive Matrices and Picture Vocabulary Tests		
April 8 - 12	English Competence Test	Progressive Matrices and Picture Vocabulary Tests	
April 15 - 19	Computational Skill and Mathematical Reasoning Sorts	English Competence Test	Progressive Matrices and Picture Vocabulary Tests
April 22 - 26	Teacher Ratings	Computational Skill and Mathematical Reasoning Sorts	English Competence Test
April 29 May 3		Teacher Ratings	Computational Skill and Mathematical Reasoning Sorts
May 6 - 10	Follow-ups for Missing Questionnaires and Answer Sheets		Teacher Ratings
May 13		Follow-ups for Missing Questionnaires and Answer Sheets	
End of school term			Follow-ups for Missing Questionnaires and Answer Sheets

APPENDIX E

Time and Equipment Needed for New Canadian Survey

Reproduction of Information Sent to Participating Classes

Item	Time Involved	Equipment Needed by Students	Equipment Needed at School
Student Background Questionnaire	30 - 60 minutes depending on age of class	pencil, eraser	nil
Progressive Matrices and Picture Vocabulary	1 hour*	pencil, eraser	35 mm. strip projector and screen
English Competence Test	1 hour*	pencil, eraser	tape recorder
Computational Skill and Mathematical Reasoning Sorts	1 hour*	pencil, eraser	nil
Teacher Ratings: to be done by the home form teacher of the classes involved at Grades 5 and 7, and to be done by the English teachers of the Grade 9 classes	45 minutes to 1 hour for a class of 30	special pencils will be supplied for the teachers	nil

* Materials for the administration of these items will be split in half and will arrive in two packages so that administration may be made in two separate one-half hour periods of time.

APPENDIX F

Tables of Distributions

TABLE I

ENGLISH ABILITY ON ENTRY TO SCHOOL IN TORONTO: GROUP AND GRADE*

Grade and Birthplace	Yes		No		Some		No Response	
	No.	%	No.	%	No.	%	No.	%
Grade 5								
Can. Born (N = 1551)	1416	91.3	18	1.2	117	7.5	0	0
N.C. Born (N = 498)	160	32.1	201	40.4	125	25.1	12	2.4
Grade 7								
Can. Born (N = 1225)	1143	93.3	19	1.6	63	5.1	0	0
N.C. Born (N = 355)	123	34.6	150	42.3	82	23.1	0	0
Grade 9								
Can. Born (N = 1458)	1378	94.5	27	1.9	53	3.6	0	0
N.C. Born (N = 614)	242	39.4	252	41.0	120	19.5	0	0
TOTALS	4462	78.3	667	11.7	560	9.8	12	0.2

* The above table is a grade breakdown of Table 10 (in text).

TABLE II

CANADIAN BORN STUDENTS LEARNING ANOTHER LANGUAGE BEFORE ENGLISH*

Grade 5			Grade 7			Grade 9		
Language	No.	%	Language	No.	%	Language	No.	%
Italian	103	44.6	Italian	31	23.0	Ukrainian	30	23.1
Ukrainian	24	10.4	Ukrainian	19	14.1	Polish	21	16.2
Chinese	17	7.4	Polish	15	11.1	French	19	14.6
German	16	6.9	Chinese	13	9.6	German	10	7.7
Polish	16	6.9	German	12	8.9	Latvian	9	6.9
Greek	13	5.6	Latvian	8	5.9	Italian	9	6.9
Lithuanian	8	3.5	Lithuanian	7	5.2	Yugoslavian	7	5.4
French	6	2.6	Estonian	6	4.4	Lithuanian	7	5.4
Hungarian	6	2.6	French	5	3.7	Greek	4	3.1
Other	6	2.6	Other	5	3.7	Estonian	4	3.1
Latvian	5	2.2	Greek	4	3.0	Chinese	4	3.1
Portuguese	4	1.7	Japanese	3	2.2	Other	2	1.5
Yugoslavian	3	1.3	Yugoslavian	1	0.7	Maltese	2	1.5
Russian	1	0.4	Spanish	1	0.7	Hungarian	2	1.5
Japanese	1	0.4	Russian	1	0.7			
Estonian	1	0.4	Portuguese	1	0.7			
Czecho-Slovak	1	0.4	Maltese	1	0.7			
			Danish	1	0.7			
			Czecho-Slovak	1	0.7			
TOTAL	231		TOTAL	135		TOTAL	130	

* See Tables 12 and 13 (in text).

TABLE III

NON-CANADIAN BORN STUDENTS LEARNING ANOTHER LANGUAGE BEFORE ENGLISH

Grade 5			Grade 7			Grade 9		
Language	No.	%	Language	No.	%	Language	No.	%
Italian	129	36.4	Italian	85	32.0	Italian	139	32.0
Portuguese	71	20.1	Portuguese	43	16.2	Portuguese	48	11.1
Greek	50	14.1	Chinese	30	11.3	Greek	38	8.8
Yugoslavian	19	5.4	Greek	24	9.0	German	36	8.3
Chinese	17	4.8	Yugoslavian	19	7.1	Chinese	35	8.1
German	16	4.5	Polish	13	4.9	Polish	32	7.4
Polish	11	3.1	German	12	4.5	Yugoslavian	23	5.3
Other	11	3.1	Other	10	3.8	Hungarian	19	4.4
Hungarian	8	2.3	Spanish	6	2.3	Other	16	3.7
Spanish	5	1.4	Hungarian	6	2.3	French	13	3.0
French	5	1.4	Ukrainian	5	1.9	Ukrainian	8	1.8
Ukrainian	3	0.8	Lithuanian	3	1.1	Maltese	6	1.4
Maltese	3	0.8	French	3	1.1	Dutch	5	1.2
Japanese	3	0.8	Russian	2	0.8	Spanish	4	0.9
Dutch	2	0.6	Maltese	2	0.8	Czecho-Slovak	3	0.7
Swedish	1	0.3	Danish	1	0.4	Yiddish	2	0.5
			Arabic	1	0.4	Russian	2	0.5
			No Response	1	0.4	Roumanian	1	0.2
						Lithuanian	1	0.2
						Latvian	1	0.2
						Danish	1	0.2
						Arabic	1	0.2
TOTAL	354		TOTAL	266		TOTAL	434	

* See Tables 12 and 13 (in text).

TABLE IV

CANADIAN BORN STUDENTS LEARNING ENGLISH AND ANOTHER LANGUAGE AT ABOUT THE SAME TIME*

Grade 5			Grade 7			Grade 9		
Language	No.	%	Language	No.	%	Language	No.	%
Italian	51	27.1	Italian	25	17.9	Ukrainian	33	20.4
Ukrainian	22	11.7	Ukrainian	22	15.7	Polish	24	14.8
Greek	18	9.6	German	20	14.3	Italian	21	13.0
German	16	8.5	Polish	15	10.7	German	15	9.3
Chinese	15	8.0	French	11	7.9	French	11	6.8
French	13	6.9	Chinese	10	7.1	Other	11	6.8
Polish	11	5.9	Other	6	4.3	Chinese	7	4.3
Other	11	5.9	Japanese	5	3.6	Yiddish	6	3.7
Yugoslavian	7	3.7	Lithuanian	4	2.9	Lithuanian	6	3.7
Hungarian	5	2.7	Latvian	4	2.9	Yugoslavian	5	3.1
Yiddish	4	2.1	Estonian	4	2.9	Latvian	4	2.5
Estonian	4	2.1	Hungarian	3	2.1	Japanese	4	2.5
Dutch	4	2.1	Czecho-Slovak	3	2.1	Estonian	4	2.5
Portuguese	2	1.1	Yugoslavian	2	1.4	Russian	3	1.9
Roumanian	1	0.5	Russian	2	1.4	Czecho-Slovak	3	1.9
Maltese	1	0.5	Maltese	2	1.4	Greek	2	1.2
Lithuanian	1	0.5	Yiddish	1	0.7	Norwegian	1	0.6
Latvian	1	0.5	Greek	1	0.7	Hungarian	1	0.6
Japanese	1	0.5				Dutch	1	0.6
TOTAL	188		TOTAL	140		TOTAL	162	

* See Tables 12 and 13 (in text).

TABLE V

NON-CANADIAN BORN STUDENTS LEARNING ENGLISH* AND ANOTHER LANGUAGE AT ABOUT THE SAME TIME

Grade 5			Grade 7			Grade 9		
Language	No.	%	Language	No.	%	Language	No.	%
Italian	18	38.3	Italian	16	37.2	Italian	21	31.3
German	6	12.8	German	7	16.3	Other	9	13.4
Greek	4	8.5	Greek	5	11.6	German	7	10.4
Other	3	6.4	Hungarian	3	7.0	Greek	5	7.5
Yugoslavian	3	6.4	Other	2	4.7	Chinese	5	7.5
Portuguese	3	6.4	Chinese	2	4.7	Ukrainian	4	6.0
Polish	3	6.4	Ukrainian	1	2.3	Portuguese	4	6.0
Hungarian	2	4.3	Spanish	1	2.3	Maltese	4	6.0
French	2	4.3	Portuguese	1	2.3	Polish	2	3.0
Lithuanian	1	2.1	Polish	1	2.3	French	2	3.0
Dutch	1	2.1	Maltese	1	2.3	Yugoslavian	1	1.5
Chinese	1	2.1	French	1	2.3	Swedish	1	1.5
			Dutch	1	2.3	Spanish	1	1.5
			Arabic	1	2.3	Lithuanian	1	1.5
TOTAL	47		TOTAL	43		TOTAL	67	

* See Tables 12 and 13 (in text).

TABLE VI

LANGUAGE SPOKEN MOSTLY BY MOTHERS OF CANADIAN BORN STUDENTS*

Grade 5			Grade 7			Grade 9		
Language	No.	%	Language	No.	%	Language	No.	%
English	1125	72.5	English	955	78.0	English	1172	80.4
Italian	152	9.8	Italian	55	4.5	Ukrainian **	52	3.6
Ukrainian	39	2.5	Ukrainian	37	3.0	No Response	50	3.4
German **	37	2.4	German **	31	2.5	Polish	41	2.8
No Response	34	2.2	No Response	30	2.4	Italian	27	1.9
Chinese	31	2.0	Polish	22	1.8	French	19	1.3
Greek	31	2.0	Chinese	19	1.6	German	17	1.2
Polish	23	1.5	Other	11	0.9	Lithuanian	13	0.9
Other	13	0.8	Latvian	11	0.9	Latvian	11	0.8
French	12	0.8	Estonian	11	0.9	Chinese	11	0.8
Hungarian	10	0.6	Lithuanian	10	0.8	Yugoslavian	9	0.6
Lithuanian	9	0.6	French	10	0.8	Other	8	0.5
Yugoslavian	6	0.4	Yugoslavian	4	0.3	Greek	6	0.4
Portuguese	6	0.4	Russian	4	0.3	Estonian	6	0.4
Latvian	5	0.3	Yiddish	3	0.2	Yiddish	4	0.3
Dutch	5	0.3	Japanese	3	0.2	Czecho-Slovak	3	0.2
Yiddish	3	0.2	Greek	3	0.2	Russian	2	0.1
Estonian	3	0.2	Maltese	2	0.2	Maltese	2	0.1
Russian	2	0.1	Spanish	1	0.1	Hungarian	2	0.1
Maltese	2	0.1	Hungarian	1	0.1	Norwegian	1	0.1
Japanese	2	0.1	Danish	1	0.1	Japanese	1	0.1
Czecho-Slovak	1	0.1	Czecho-Slovak	1	0.1	Dutch	1	0.1
TOTAL	1551		TOTAL	1225		TOTAL	1458	

* See Table 14A (in text).

** The "No Response" category includes those who have no mother or mother does not live at home: Grade 5 - 34 or 2.2%
Grade 7 - 30 or 2.4%
Grade 9 - 50 or 3.4%

TABLE VII

LANGUAGE SPOKEN MOSTLY BY MOTHERS OF NON-CANADIAN BORN STUDENTS*

Grade 5			Grade 7			Grade 9		
Language	No.	%	Language	No.	%	Language	No.	%
Italian	145	29.1	Italian	103	29.0	Italian	166	27.0
English	95	19.1	English	57	16.1	English	140	22.8
Portuguese	74	14.9	Portuguese	44	12.4	Portuguese	55	9.0
Greek	54	10.8	Chinese	30	8.5	Greek	40	6.5
No Response **	21	4.2	Greek	28	7.9	Chinese	40	6.5
Yugoslavian	20	4.0	German	17	4.8	Polish	32	5.2
German	18	3.6	Yugoslavian	16	4.5	German	29	4.7
Chinese	17	3.4	Polish	14	3.9	Yugoslavian	25	4.1
Other	13	2.6	Other	10	2.8	Other	21	3.4
Polish	13	2.6	Hungarian **	8	2.3	Hungarian	17	2.8
Hungarian	9	1.8	No Response	7	2.0	Ukrainian **	14	2.3
Spanish	4	0.8	Ukrainian	5	1.4	No Response	10	1.6
Maltese	3	0.6	Spanish	3	0.8	Maltese	9	1.5
Japanese	3	0.6	Russian	3	0.8	Dutch	4	0.7
French	3	0.6	Maltese	3	0.8	Czecho-Slovak	3	0.5
Ukrainian	2	0.4	Lithuanian	2	0.6	Spanish	2	0.3
Dutch	2	0.4	French	2	0.6	Lithuanian	1	0.2
Roumanian	1	0.2	Arabic	2	0.6	Yiddish	1	0.2
Lithuanian	1	0.2	Danish	1	0.3	Roumanian	1	0.2
						Latvian	1	0.2
						French	1	0.2
						Arabic	1	0.2
TOTAL	498		TOTAL	355		TOTAL	614	

* See Table 14A (in text).

** The "No Response" category includes those who have no mother or mother does not live at home: Grade 5 - 7 or 1.4%
Grade 7 - 6 or 1.7%
Grade 9 - 9 or 1.5%

TABLE VIII

LANGUAGE SPOKEN MOSTLY BY FATHERS OF CANADIAN BORN STUDENTS*

Grade 5			Grade 7			Grade 9		
Language	No.	%	Language	No.	%	Language	No.	%
English **	1013	65.3	English **	834	68.1	English **	1017	69.8
No Response	181	11.7	No Response	162	13.2	No Response	210	14.4
Italian	137	8.8	Italian	54	4.4	Ukrainian	53	3.6
Ukrainian	43	2.8	Ukrainian	36	2.9	Polish	39	2.7
Greek	27	1.7	Polish	25	2.0	Italian	29	2.0
Polish	24	1.5	Chinese	22	1.8	German	13	0.9
German	24	1.5	German	19	1.6	French	13	0.9
Chinese	21	1.4	Estonian	12	1.0	Lithuanian	12	0.8
French	14	0.9	Other	11	0.9	Estonian	12	0.8
Other	11	0.7	Lithuanian	10	0.8	Yugoslavian	11	0.8
Hungarian	10	0.6	Latvian	10	0.8	Latvian	12	0.8
Lithuanian	8	0.5	Yugoslavian	6	0.5	Other	10	0.7
Portuguese	6	0.4	French	5	0.4	Chinese	7	0.5
Latvian	6	0.4	Japanese	4	0.3	Greek	6	0.4
Yugoslavian	5	0.3	Greek	4	0.3	Yiddish	5	0.3
Estonian	5	0.3	Russian	3	0.2	Russian	2	0.1
Dutch	4	0.3	Hungarian	3	0.2	Maltese	2	0.1
Yiddish	3	0.2	Maltese	2	0.2	Japanese	2	0.1
Russian	2	0.1	Yiddish	1	0.1	Hungarian	2	0.1
Maltese	2	0.1	Danish	1	0.1	Dutch	1	0.1
Japanese	2	0.1	Czecho-Slovak	1	0.1	Czecho-Slovak	1	0.1
Roumanian	1	0.1						
Czecho-Slovak	1	0.1						
Arabic	1	0.1						
TOTAL	1551		TOTAL	1225		TOTAL	1458	

* See Table 14B (in text).

** The "No Response" category includes those who have no father or father does not live at home: Grade 5 - 183 or 11.8%
Grade 7 - 163 or 13.3%
Grade 9 - 213 or 14.6%

TABLE IX

LANGUAGE SPOKEN MOSTLY BY FATHERS OF NON-CANADIAN BORN STUDENTS*

Grade 5			Grade 7			Grade 9		
Language	No.	%	Language	No.	%	Language	No.	%
Italian	137	27.5	Italian	93	26.2	Italian	155	25.2
English	98	19.7	English	70	19.7	English **	130	21.2
Portuguese	71	14.3	Portuguese	38	10.7	No Response	61	9.9
Greek **	49	9.8	Chinese	29	8.2	Portuguese	49	8.0
No Response	38	7.6	Greek **	26	7.3	Greek	39	6.4
Yugoslavian	19	3.8	No Response	24	6.8	Polish	31	5.0
Chinese	17	3.4	German	15	4.2	Chinese	30	4.9
German	14	2.8	Polish	14	3.9	German	26	4.2
Other	12	2.4	Yugoslavian	13	3.7	Yugoslavian	23	3.7
Polish	12	2.4	Other	9	2.5	Other	18	2.9
Hungarian	9	1.8	Hungarian	8	2.3	Hungarian	14	2.3
Ukrainian	4	0.8	Ukrainian	4	1.1	Ukrainian	13	2.1
Spanish	4	0.8	Spanish	3	0.8	Maltese	7	1.1
Maltese	3	0.6	Maltese	3	0.8	French	3	0.5
Japanese	3	0.6	Lithuanian	2	0.6	Dutch	3	0.5
French	3	0.6	Russian	1	0.3	Czecho-Slovak	3	0.5
Dutch	2	0.4	French	1	0.3	Yiddish	2	0.3
Lithuanian	1	0.2	Danish	1	0.3	Spanish	2	0.3
Estonian	1	0.2	Arabic	1	0.3	Russian	1	0.2
Czecho-Slovak	1	0.2				Roumanian	1	0.2
						Lithuanian	1	0.2
						Latvian	1	0.2
						Arabic	1	0.2
TOTAL	498		TOTAL	355		TOTAL	614	

* See Table 14B (in text).

** The "No Response" category includes those who have no father or father does not live at home: Grade 5 - 25 or 5.0%
Grade 7 - 23 or 6.5%
Grade 9 - 59 or 9.6%

TABLE X

LANGUAGE CLASSES ATTENDED OUTSIDE REGULAR SCHOOL (OTHER THAN ENGLISH) BY CANADIAN BORN STUDENTS*

Grade 5			Grade 7			Grade 9		
Language	No.	%	Language	No.	%	Language	No.	%
Other	44	26.7	Ukrainian	31	29.8	Ukrainian	27	42.2
Ukrainian	36	21.8	Other	17	16.3	Other	10	15.6
Yiddish	16	9.7	German	13	12.5	Lithuanian	8	12.5
Greek	15	9.1	Polish	9	8.7	Latvian	5	7.8
Polish	11	6.7	Latvian	7	6.7	German	3	4.7
German	9	5.5	Estonian	7	6.7	French	3	4.7
Chinese	9	5.5	Lithuanian	4	3.8	Estonian	2	3.1
Lithuanian	5	3.0	Japanese	4	3.8	Yiddish	1	1.6
Latvian	4	2.4	Chinese	3	2.9	Russian	1	1.6
Czecho-Slovak	4	2.4	Yiddish	2	1.9	Polish	1	1.6
French	3	1.8	Russian	2	1.9	Japanese	1	1.6
Estonian	3	1.8	French	2	1.9	Chinese	1	1.6
Russian	2	1.2	Czecho-Slovak	2	1.9	No Response	1	1.6
Japanese	2	1.2	Greek	1	1.0			
Portuguese	1	0.6						
Italian	1	0.6						
TOTAL	165		TOTAL	104		TOTAL	64	

* See Table 20 (in text).

TABLE XI

LANGUAGE CLASSES ATTENDED OUTSIDE REGULAR SCHOOL (OTHER THAN ENGLISH) BY NON-CANADIAN BORN STUDENTS*

Grade 5			Grade 7			Grade 9		
Language	No.	%	Language	No.	%	Language	No.	%
Greek	19	41.3	Polish	8	26.7	Ukrainian	7	31.8
Polish	6	13.0	Ukrainian	5	16.7	Russian	2	9.1
Ukrainian	3	6.5	Greek	5	16.7	Polish	2	9.1
Portuguese	3	6.5	Other	4	13.3	German	2	9.1
Italian	3	6.5	Yugoslavian	3	10.1	Chinese	2	9.1
Chinese	3	6.5	Spanish	1	3.3	Other	1	4.5
Yugoslavian	2	4.3	Russian	1	3.3	Yugoslavian	1	4.5
No Response	2	4.3	Hungarian	1	3.3	Portuguese	1	4.5
Other	1	2.2	German	1	3.3	Italian	1	4.5
Lithuanian	1	2.2	Arabic	1	3.3	Hungarian	1	4.5
Japanese	1	2.2				Greek	1	4.5
Hungarian	1	2.2				French	1	4.5
German	1	2.2						
TOTAL	46		TOTAL	30		TOTAL	22	

* See Table 20 (in text).